

Big and little targets

Time: 20 minutes

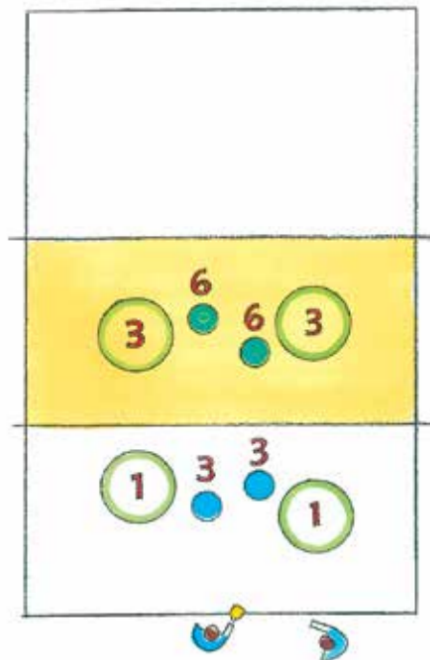
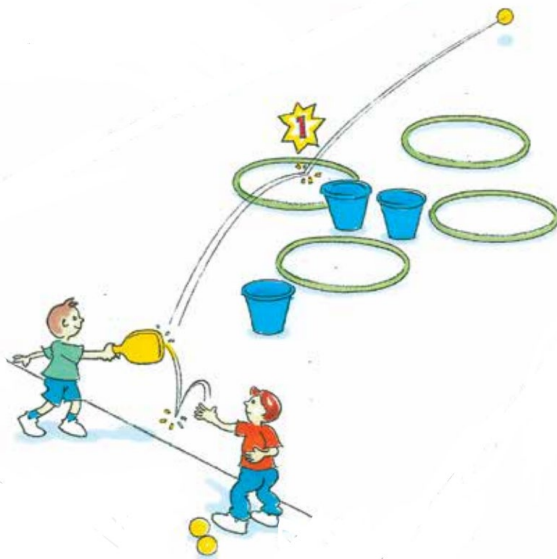
Activity

Individual/partner/group

- Bounce a ball and then hit it with a bat aiming at the target.
- Each ball that hits or lands in a target scores points.
- Take 4 hits and then tally the score. Swap players after 4 hits.

Scoring

- Ball in bucket – 3 points.
- Ball hits bucket – 1 point.
- Ball bounces in hoop – 1 point.
- Total score after every 4 hits.



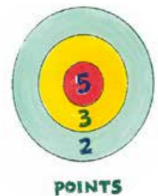
Equipment

- Hoops, bins, buckets or chalk to mark targets.
- Paddle bat, tennis racquet, cricket bat or even your hand.
- 4 tennis balls or similar.



Activity variations

- Have a partner feed the ball to the player.
- Swap the when ball is hit – on full, after one bounce, after two bounces.
- Move the distance of targets/vary the numbers of targets and point system.
- Time challenge – how many points in 3 minutes?
- Team challenge – how many total points (best of 2 rounds)?
- Vary the time/team challenge according to ability.
- Throw objects instead of hitting them.
- Vary objects.



Footy Golf

Time: 20 minutes

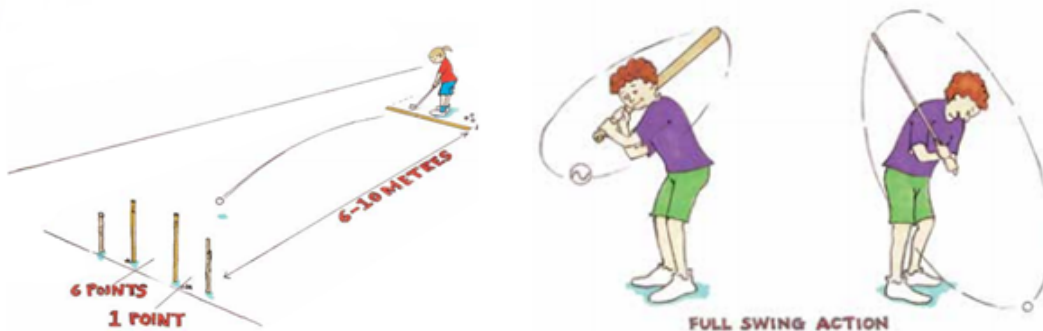
Activity

Individual/partner/group

- Players aim to score by hitting a ball through goal posts.
- Set up the goals (use 4 sticks, as for Aussie Rules goals).
- Each player has five hits for goal using a full golf swing.
- Players retrieve their own balls only.
- As an alternative, make chalk markings on the wall for posts.
- 6 points for a goal (middle posts), 1 point for a behind (side posts).

Safety

- Ensure adequate space for the number of players.
- Players wait for others to finish their turn before moving onto the playing area.



Equipment

- Various objects for posts, such as:
 - cricket stumps, sticks, or flags
 - witches hats or markers
 - buckets or wheelie bins.
- Various objects for hitting, such as:
 - cricket bat and tennis ball (easier)
 - tennis racket or old broom
 - soccer ball or frisbee
 - golf club (harder).



Activity variations

- Vary the distance to the target and/or the distance between posts according to ability.
- Vary the goals used (both size and design (e.g. soccer or rugby goals) according to ability and interests).



Keep the ball up

Time: 20 minutes

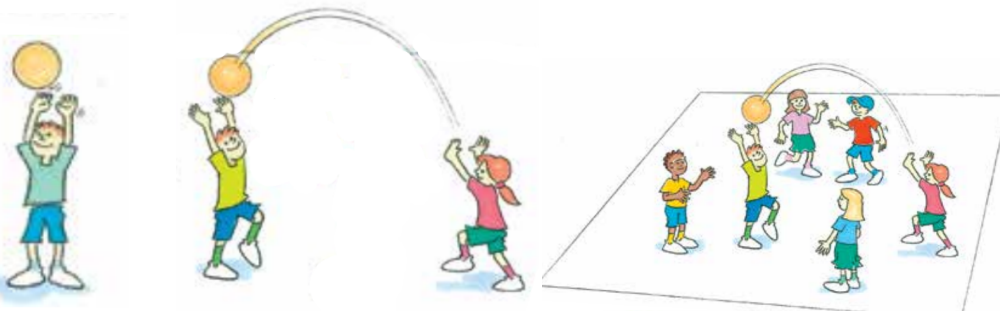
Activity

Individual/partner/group

- Players try to keep a ball off the ground by passing it to each other.
- Start with a free-play version – rules can be decided later.
- Encourage a variety of passes – ‘hot potato’, where the ball is immediately hit away is a useful variation.

Safety

- Ensure adequate space for the number of players. Choose a flat, obstacle-free playing surface.
- Encourage players to call ‘mine’.



Equipment

- Various objects for ball, such as:
 - balloon or beachball (easier)
 - volleyball or soccer ball
 - soft toy
 - tennis ball, pair of socks rolled up (harder).



Activity variations

- Play 2 v 2 – decide whether you want the no-go space between pairs to be out of bounds.
- Vary the type and size of ball.
- Allowable number of consecutive hits per person.
- A smaller playing area assists players with coordination or mobility restrictions.



Week 4 - Package 4 - K - Year 6

Physical activity - GetActive@Home

Things your child will need

Have these things available so your child can complete this task.

Ideal

Kindergarten - Year 2 episodes

- [GetActive@Home Kindergarten - Year 2 episode 3](#)

Year 3 - 6 episodes

- [GetActive@Home Years 3 - 6 episode 3](#)

Other resources

- [Activity logbook](#)
- [Tracking card](#)
- Specific equipment for each episode is described at the beginning of each lesson video. They are typical items found around the home.

Back up

The episode guides can be downloaded, printed or viewed online and act as a summary of the activities in each episode.

- [Episode guide Kindergarten - Year 2 episode 3](#)
- [Episode guide Year 3 - 6 episode 3](#)

Before your child starts

- Make sure your child has everything ready that they will need at the start of the lesson.
- This is explained at the start of each episode or can be found in the episode guides.
- Check that the videos are working and that the volume is turned up for the video lessons. If they cannot access the videos they can follow the activities on the episode guides.
- Make sure your child has suitable shoes on and that the environment is open and free from obstacles (2 big steps in every direction is enough space).
- If your child has already learnt these skills, this will be a good chance to practise and strengthen this learning.

What your child needs to do

Your child should watch the GetActive@Home videos, which will be released each week, and participate in the activities on the screen. The supporting episode guides are an alternative to the video, and provide an overview of each episode.

In these lessons your child will be learning a range of movement skills in an active way by following along with the presenters. They will learn the important elements that lead to success and will have an opportunity to learn the skills in a sequence. This means the skills will start easy and slowly get harder as the lesson goes on. They will be encouraged to practise these skills through a range of challenges.

Get started with episode 1 and 2 now!

Kindergarten - Year 2 episodes

- [GetActive@Home Kindergarten - Year 2 episode 3](#)

Year 3 - 6 episodes

- [GetActive@Home Years 3 - 6 episode 3](#)

Check that your child is completing the activity as directed. Check that they are following the key instructions emphasised by the presenter. It is not important that they perform the skills perfectly or that they achieve success in every attempt. You can use the teaching cues from the activity cards to guide them such as “make a nest” to reinforce the main points. You can ask your child the questions from the activity cards such as “what can you

do to make catching easier?”. You might like to join in with the activities too and model the skills as the presenters do.

What your child can do next

- More episodes are released throughout the week so you can find the next episode at the [GetActive@Home website](#).
- Remember to fill in your activity log book and tracking card to keep your child motivated and monitor their progress of being physically active.
- You may decide to rewatch parts of the episode that your child enjoyed or pause the video as you watch to spend more time practising the activities. This can also continue after the lesson, in other locations such as a local park, if safe to do so.
- Now that your child is familiar with some of the activities, you could use episode guides to practise some of the skills throughout the week.

Options for your child

Activity too hard?

- You can slow down the learning by pausing and providing more time to practise.
- You can focus on the key instructions such as ‘make a nest’ or ‘use your laser eyes’.
- Using a bigger ball or object will make most activities easier.

Activity too easy?

- The lessons progress from easy to harder skills so you can move to the end of the video for the challenging activities.
- Using a smaller object in most activities will increase the difficulty.
- Try using the non-dominant hand or foot.

Extension/Additional activity

- Set a personal record and then try to beat that record for an activity.
- Access the range of activities on the [GetActive@Home website](#) for ideas of other challenging games.
- Repeat the episode and see they can beat their records from the first attempt.